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ABSTRACT

This handbook is intended to give the working teacher some background and practical suggestions for helping adults become effective, independent readers. Chapters One and Two give a brief overview of adult literacy training and look at some of the basic human needs of adults who have returned to school. Chapters Three and Four define the basic reading skills and give examples of activities for learning these skills, examples for the teacher to build upon. Chapter Five, on measurement of reading performance, concerns ways to determine the skills a student has, the skills he needs to learn, and ways of implementing a diagnostic teaching-learning program. Chapter Six looks at students as individuals and as group members in order to help the teacher organize his students for most effective learning. Chapter Seven concerns evaluation of personal growth, materials, and the overall program. A list of supplementary reading is provided at the end of each chapter. A bibliography of materials and resources concludes the volume. (For related document, see AC 012630.) (Author/KM)

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Handbook

for

Teachers of Reading

in

Adult Basic Education

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Reading Center, Univeristy of Southern Mississippi
in cooperation with
Dr. G. H. Johnston, Superintendent of Education
The Mississippi State Department of Education

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HANDBOOK FOR TEACHERS OF READING

IN

ADULT BASIC EDUCATION

Lora R. Friedman and David W. Knight
Reading Center, University of Southern Mississippi
in cooperation with
Dr. G. H. Johnston, Superintendent of Education
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The Mississippi State Department of Education

1970

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Introduction

The raison d'etre (or reason for being) of this *Handbook for Teachers of Reading in Adult Basic Education* is to give the working teacher some background and some practical suggestions for helping adults become effective, independent readers.

Chapters One and Two give a brief overview of adult literacy training and look at some of the very basic human needs of those adults who have returned to school, who seek an education through schooling.

Chapters Three and Four define the basic reading skills and examples of activities that will help students to learn these skills. This section is not meant to be a textbook of skills exercises. Teachers are expected to adapt, expand, and create suitable exercises and materials based on students' needs and interests and current events. This section offers examples for the teacher to build upon.

Chapter Five is meant to help the teacher and student find a starting point. What skills does the student have? What skills does he need to learn? How, with this data assembled, do we implement a diagnostic teaching-learning program?

Chapter Six looks at individuals, as individuals, and individuals as group members. It is hoped that this chapter will help the teacher think about and organize his students for most effective learning. Organization does not produce learning, but certain ways of organizing will certainly facilitate learning.

Chapter Seven is concerned with evaluation. How do you evaluate personal growth, materials, the overall program? Any program must look at itself and ask:

What am I trying to do?
How do I know that I have done it?

The Handbook concludes with a bibliography of materials and resources that teachers can, and we hope will, utilize, for their *own* personal growth and that of their students.

The directors of the project of which this Handbook is the outcome wish to express their appreciation to several people without whom this Handbook would not have come to fruition:

To Joe Baddley, Supervisor of Adult Basic Education for The Mississippi State Department of Education, who initiated the project and lent support and guidance throughout;

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We thank you.

Lora Friedman
David Knight

Introduction to Second Printing

This second printing incorporates minor revisions in the Bibliography section with particular attention given to materials published since the first printing.

Your attention is directed to a companion volume published since the first printing:

Readings for Teachers of Reading
in
Adult Basic Education

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1971

An Overview of

Adult Literacy Training

It is becoming difficult, if not impossible, for the non-literate adult to be a contributing and self-supporting, dignified member of our present day society. And yet in the United States today, there are about 24 million adults over 18 years of age who are functionally illiterate; that is, they have less than an eighth grade education. In Mississippi alone, there are in excess of 445,000 people with less than an eighth grade education.

There has been, throughout the 1900's, concern for the literacy of the immigrant—and this in connection with citizenship. Most large cities have classes for the immigrants who wish to learn enough about the English language and American government to become citizens.

The Works Project Administration, a Federal relief program in the 1930's, had an adult education program for illiterates. The program turned to teaching military personnel in the Army camps before it was discontinued.

But except for this program, until World War II when the Federal Government discovered the extent of illiteracy among the armed forces draftees, there was little or no concern for the native illiterate. Even this was a passing concern until the last decade when advances in the Social Sciences highlighted the relationship between illiteracy and poverty. Then the Federal government became actively involved giving status and financial support to adult basic education programs.

The Federal government enacted the following legislation:

1. *The Manpower Development Training Act of 1962* granted funds to schools and industries that established training programs which would enable adults to qualify for specified jobs. Of necessity, these programs included literacy training.

2. *The Economic Opportunity Act of 1964, Title II – A, B* allotted money for state programs aimed at helping adults acquire skills in reading, writing, and mathematics through the eighth grade level. It provided also for the establishment of the Job Corps.

3. *The Adult Education Act of 1966* provided for the Office of Education to assume the administration of the Economic Opportunity Act of 1964, funded teacher training programs, and established an Adult Education Branch of the United States Office of Education.

This legislation has stimulated local programs:

1. *The National Educational Associates for Research and Development (NEARAD),* Fort Lauderdale, Florida – Provided for individualized instruction in the basic skills for adult migrants.

2. *North Carolina State University* – Applied programmed instruction and computer assisted instruction to adult basic education at their adult learning center.

3. *Project CABEL* in Virginia – Established a demonstration center of programmed materials for teaching non-English speaking adults.

4. *The Southwestern Cooperative Education Laboratory* in Albuquerque, New Mexico – Used television for adult basic education with migrants.

5. *The United Planning Organization* in Washington – Enlisted the cooperation of the Department of Defense, Civil Service Commission, and the Office of Education in providing enrollees of the Neighborhood Youth Corps with on-the-job training.

6. *The Head Start Parents Project* in New York – Provided basic education for parents while their children attended Head Start classes.

Some programs that aimed at developing reading are:

1. *The Job Corps Reading Program* developed by a task force, headed by Douglas Parker of Harvard University, attempts to individualize instruction using a diagnostic approach to reading and individualized, programmed, and library materials.

2. *New York State Learning Laboratory Centers* in Albany, Syracuse, and White Plains, utilize a multi-media approach to the teaching of reading. A variety of reading media and materials, flexible scheduling, and individual counseling are made available to the adult learning.

3. *Operation Alphabet* developed by the Philadelphia, Pennsylvania public schools and distributed nationally by the National Association of Public School Adult Education attempted to use television as its medium and made no provision for individual differences.

The Mississippi State Department of Education, under the Adult Education Act of 1966 (P.L.–89–750, Title III) and the Mississippi State Plan of 1967 (Section 16), was empowered to undertake a programs of Adult Basic Education.

According to a survey made by the Mississippi State Department of Education in 1969, there are over 20,000 students and more than 300 teachers enrolled in the Adult Basic Education program. The number of students and teachers involved in the program is increasing. The amount and kinds of materials used in the program have broadened.

The success of a program of adult education is the instrumental value it affords its students; that is, will participation in the program enable the adult to function more effectively, and with greater dignity, in his everyday inter-

action with himself and society? A program that will help the adult to find and maintain his self, his home, his job, fulfills such a need. But only through the command of reading can the adult acquire the concepts of personal and family health, government, economics, and culture.

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Social and Psychological Bases of Adult Basic Education

Society itself, and individuals within the society are coming to believe the late President Kennedy's statement, "No task before our nation is more important than expanding and improving the educational opportunities of all of our people. . . . For education is both the foundation and unifying force of our democratic way of life—it is the mainspring of our economic and social program—it is the highest expression of achievement in our society, ennobling and enriching human life. In short, it is at the same time the most profitable investment society can make and the richest reward it can confer."

Newspapers, magazines, television, social agencies, and other media have made under-educated adults powerfully and painfully aware of those elements in our society that make for the good life. We promise them (though sometimes we exaggerate) that the good things in life, work and love, basically, will be available to them if they become literate. And so, many are making the effort, as adults, to become literate.

Literacy is, at its least, synonymous with ability to read. And the many adults who have not learned to read or have not learned to read adequately, either because effective reading instruction was not available at the time or because they could not take advantage of the reading instruction offered, have returned to school to become literate, to learn how to read.

Let us look at the adult student. He is somewhat different from the children we ordinarily are accustomed to working with:

1. He is here in school because he wants to be here. No one says he MUST go to school. He is not attending to avoid work or responsibility, but is attending in addition to his normal workload and responsibilities. . . and he may be tired when he gets to school.
2. He brings with him many experiences from his daily living, from his interaction with people and things. These experiences may be both positive and negative. But, paradoxical as it may seem, he also brings with him, frequently, limited experiences, because his active environment has been limited. His inability to read adequately has cut him off from many stimuli and many experiences that would contribute to his knowledgeability.

3. Although the adults that attend the reading classes are intrinsically motivated, they can become discouraged easily if they do not experience immediate understanding and success. One failure, seemingly insignificant to the teacher, can be reason for the student's dropping out.
4. The adult must be made to feel able, that he has the ability-and he has. If you don't believe it, don't work with him! He must be encouraged to value himself as a person, a worthwhile person. He must develop a concept of himself as able, or enhance his concept of himself as able. The concept of I AM and I CAN–as opposed to I AM NOT and I CANNOT–is essential in the learning process.
5. Adult students are mature. One does not have to be concerned with discipline and classroom control. Adults can be friendly, informal, *and* task-oriented.
6. Adults are more easily distracted by physical disabilities (poor sight, hearing) and physical discomforts (uncomfortable funiture, poor lighting).
7. Adults are social beings, and friendships, as well as academic interests, keep them working.

Learning is a function of the individual's goals and values.

Why is the student attending?

What is his motivation?

Interviews with students in reading classes in adult basic education brought the following kinds of responses to the questions, "What do you want to learn to read? Why do you want to learn to read?"

There were several things they mentioned–and most were mentioned in terms of function. They wanted to learn to read:

1. . . .well enough to help their children with their school work;
2. . . .the Bible; to teach Sunday school;
3. . . .about the world, what is available, what is going on, and do something about it, like vote intelligently for people who will represent their interests;
4. . . .for their job: so they can get a better job, or more pay at their present job, or just more respect at their present job;
5. . . .for their own personal adequacy–to read a pattern and so sew better; to be able to shop more wisely;
6. . . .to enable them to pick up a letter, or anything, anywhere, and be able to read it;
7. . . .because they always wanted to, but it was not available when they were children: too far from school, too many other responsibilities.

What are the implications for us as teachers?

1. We must recognize the strengths and weaknesses of the people with whom we are working, and remember, above all, that they are individuals–feeling individuals, adult individuals.
2. We must do those things which will lead to immediate success for them and make their goals attainable. The teacher facilitates learning.
3. We must provide materials that will help them to read what they say they want to read. Our emphasis must be on people. . .and process only in relation to people.
4. We must realize that people are sensitive; be encouraging in our interaction with them; provide them with tasks in which they can be successful. Nothing succeeds like success, and we must boost their self-confidence, their feelings of ableness. Highlight the growth they make. Do not compare them–or let them compare themselves–with others, but rather with themselves. Say nice things about them to them.
5. Be optimistic. Remember that learning takes time. Be patient. Encourage the adult to be patient.
6. Review. Don't test, but review. Say: "Let's remember together." That's really what you mean, isn't it?
7. Have a sense of humor. Do not be sarcastic.
8. Be creative. Try to present things in an interesting way.
9. Provide meaningful experiences. How can we use matter we learn? Learning cannot occur without opportunity for experiences. Just activity does not constitute experience. Experience is making connections–making connections with consequences or utility. Organize your class for utilitarian experiences.
10. Be flexible. Remember you are working with people. In an effort to cover work, sometimes that is exactly what we do: we cover it rather than uncover it.
11. Provide an informal atmosphere where people feel free to ask questions and to interact, not only with the teacher, but also with each other.
12. Encourage working groups–class members stay if their friends stay. And if they have friends in class, they will stay.

There is a need for a *high* degree of literacy today to be able to analyze complex issues and to know what impinges on one's self. If we really wish for people to meet the challenges and debate the issues of our changing world, we must help them master the skill of reading, for intelligent reading in the data gathering process promotes intelligent decision making.

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Basic Reading Skills

A Philosophy

When we speak of adult basic reading skills, we are referring to the same foundation skills that children need to acquire in the primary and intermediate grades. The skills are the same for both adults and children, only the approaches are different. For example, in teaching a child it is often necessary to teach the sound, the concept, and the written symbol all at one time. The adult, however, usually knows the meaning of words when he hears and speaks them. The problem is to teach him to associate the symbol or written word with the spoken word. It is this familiarity with word meaning that makes teaching much easier.

Whatever the approach used by the adult education teacher, the reading skill areas of word recognition and vocabulary development, comprehension, and study skills improvement need to be stressed by *every* adult education teacher regardless of the specific subject area he is concerned with. This is an important concept which should be recognized for it strikes at the very foundation of one's teaching philosophy. Are we going to teach the subject or are we going to teach the individual? If we are teaching the adult as an individual within a class, then our philosophy would dictate that we consider basic reading skills as an integral part of our instruction. We simply ascertain by informal or formal diagnosis where the adult is in relation to his basic reading skill development and adjust our teaching approach accordingly.

It is just as important for an adult instructor in automobile mechanics to be aware of his students' abilities in reading as it is for the adult reading specialist. If the student is unable to read instructions in assembling, disassembling, or repairing a portion of an automobile, then a few moments' preparation and instruction in exercises using sight words characteristic of automobile jargon would certainly not be out of place. Supplementary materials of an easier vocabulary level could also be used. The important point to remember is that the content area instructor identify those students having difficulty in reading and spend time assisting them with the new and difficult vocabulary they will at one time or another be required to read.

Techniques for Teaching

Whenever we consider instruction in the basic skill areas, we necessarily must consider beginning where the individual is in relation to his proficiency in knowing the "building blocks" of reading. Through our initial diagnosis we should have an accurate idea of what is needed to develop his reading proficiency. On the basis of this information, it is necessary to prescribe a course of study to enrich what he does know and fill in the gaps or skill areas that he does not know. Before discussing techniques of developing the reading skill areas of word recognition and vocabulary, comprehension, and study skills, it would be advisable to pause and look at our overall approach to teaching. We can follow four generally recognized avenues of instruction (2):

1. *The global or analytic technique* begins with a story of a sentence which the group learns to read at sight, then studies the sentence independently, and finally studies the words in the sentence.
2. *The synthetic technique* begins with the study and recognition of the elements of words, such as letters and syllables. After these components are mastered, the adult then learns to put them together into words.
3. *The analytic-synthetic technique* is a combination of both (1) and (2). It begins with words or sentences, but the various component elements are studied at the same time.
4. *The eclectic technique* is a combination of the other three techniques used discriminately in terms of the story to be read, the characteristics of the words to be learned, and the ability and experience of the student.

In practice, an eclectic approach should be used with emphasis placed on the technique (above) that seems most comfortable for the adult.

Reading Readiness

Certain factors favor adults over children in learning basic reading skills:

1. The adult is highly motivated, and because of this, he will probably learn faster.
2. He has, over an expanded period of time and through necessity, developed a larger speaking vocabulary and a stronger auditory and visual memory than a youngster.
3. He already has, in most instances, at least a small sight vocabulary.

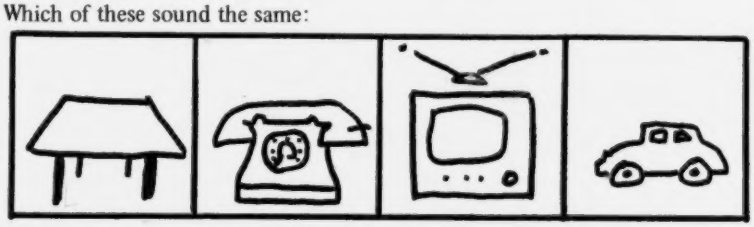
An extensive reading readiness program may not, therefore, be necessary except for a number of adults. For those few the possibility of a specific learning disability may exist in which case further diagnosis and remediation possibly involving the Visual Auditory Kinesthetic Tactile technique may be in order. Those who use this approach should read Fernald's *Remedial Techniques in Basal School Subjects* (1).

Readiness for adults consists of:

1. Ability to read and write their own names.
2. Ability to read and write some sight words.
3. Ability to recognize and write (or copy) the alphabet.
4. Ability to recognize and write (or copy) the numerals 1-10.
5. Awareness of a sound-symbol relationship, that is, letters have sounds and can be combined to make new words; and that these words combine with others and move in a left to right progression to form sentences and paragraphs.
6. Ability to understand and respond, to some degree, to spoken English.

The following are some examples of activities that help developing reading readiness:

1. Which of these sound the same:



2. Group these according to their beginning sounds (the written word may be added):

3. Underline the words that begin with the same sound:
   newspaper magazine book movie

4. Underline the word that begins with a different sound:
   baseball football boxing basketball

5. Underline the rhyming words:
   In the church the man sat
   Holding his hat

6. Underline the rhyming words:
   ball old
   call fall

7. Learn these signs by their shape:

Stop | Yield Right of Way | Railroad Warning | Caution Reduce Speed | Information or Regulatory

Developing Word Analysis Skills

The development of a basic sight vocabulary is but a step in building basic reading skills. The successful reader must also be able to employ a variety of techniques in attacking unknown words. The student's basic sight vocabulary can be used as a foundation in learning word attack skills.

These skills are knowledge of

A. Phonic Skills–
   1. Initial consonant sounds
      a. those with one sound only: b, d, f, h, j, k, l, m, n, p, r, t, v, w, y, z.
      b. the hard sound or more common sound of those with more than one sound: c (cat), g (goat), q (quick), s (see), x (exit).
      c. the soft sound or less common sound: c (cell), g (giraffe), q (bouquet), s (roses), x (x-ray, xylophone).
   2. Final consonant sounds
   3. Medial consonant sounds
   4. Consonant blends such as: bl, br, cl, cr, dr, fl, fr, gr, scr, spr, etc.
   5. Consonant digraphs such as: ch, sh, th.
   6. Short vowel sounds
   7. Long vowel sounds; role of e
   8. Value of vowels when affected by r, w, l, as ar (farm), ir (fir), aw (raw), al (walk).
   9. Vowel diphthongs – ou, ow, or, oy
   10. Double vowels such as: oa, ee
   11. Word families
   12. Silent letters such as: k (knife), b (lamb).

B. Structural analysis:
   1. Endings s, es, d, ed, ing, er, est, y, ly (etc.).
   2. Compound words–e.g. washroom

C. Syllabication-
   1. every syllable contains a vowel and
   2. syllables usually divide between 2 consonants – can/dy
   3. a single consonant usually goes with the second syllable – be/gin

4. digraphs and blends are not divided – chick/en
5. prefixes and suffixes

D. Context clues
1. definition clues
2. experience clues

Word Recognition and Vocabulary Development

When techniques of word recognition are employed, the objective is to raise the student to a stage of proficiency which allows him to recognize words quickly and accurately. In essence, the student develops the ability to associate sounds with visual symbols and to comprehend the meaning of the sounds. This is a highly complex skill and the teacher should remember that there are many possible ways to learn these printed symbols. Results of initial diagnostic tests or informal teacher-made tests can serve as starting points in determining the course of instruction.

A basic sight vocabulary is essential for effective reading. Every successful reader has a good stock of basic sight words.

In addition to the obvious value of recognizing words instantly, sight words can serve as a foundation in developing word attack skills. How then, can the instructor help the adult in developing a basic recognition vocabulary? Below are some suggested types of activities:

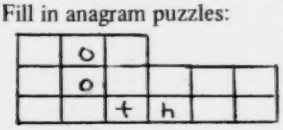
1. Help adults keep a personal list of those words they express a wish to know. This list can be kept alphabetically, in a notebook, or on file cards in a word box.
2. Introduce 5 or 6 words for the day drawn from current events. List on the board or on a chart. Discuss.
3. Introduce on the chalkboard words that are going to be used:
   Step 1. Write: We are going to read about Mary Bethune.
   Step 2: Read, and ask, "Who can find Mary Bethune's name and underline it?" (We are going to read about *Mary Bethune*).
   Step 3. Talk briefly (one sentence) about Mary Bethune. Isolate her name at the side. (We are going to read about *Mary Bethune.)*
   Step 4: "Who can read her name?"
4. a. Write a cooperative class newspaper on newsprint. Type, duplicate for the class. Read with the class. Underline important teacher-designated or pupil-designated words.
   b. Do the same with any material being used in a text-like way.
5. a. Make up word or phrase cards based on basic sight vocabulary or student's need and let students practice them with a partner.
   b. Do the same with commercial word or phrase cards.
   c. Study picture-word cards individually or with a partner.
6. Have student insert the missing word by choosing from several words.

The _____ makes the car stop.
brake, bake, lake, barn

7. Have students fill in missing words in a short story or paragraph:

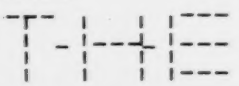
Dr. Doolittle was a little old	
_____ who had so many	doctor
pets all over his _____ that	language
his patients won't visit him. So	animals
he becomes a doctor for _____.	house
He learns to talk the animal's	
_____.	

8. Write down the words to popular songs and underline rhyming words and alliterative words.
9. Practice speaking and reading tongue twisters.
10. Fill in anagram puzzles:



An animal that gives milk.
Her day is in May.
His day is in June.

11. Trace and say difficult small words:

THE ("tee-aitch-ee") 

12. Find (in a list) all the color words, all the car words, all the food words, etc.

Colors	Cars	Foods
red	trucks	oranges
ten	station wagons	chittlins
blue	trains	trees
green	trailers	turnips
grass	bicycles	milk

13. Read independently from pupil chosen materials and jot down unknown words for future study.
14. Label everything in the room.
15. Make picture dictionaries or either general vocabulary or specialized vocabulary. Utilize the students' artistic talents.
16. Look up words in a standard dictionary.
17. Make sentences with new and interesting words.
18. Tell the meaning of sentences that use new and interesting words:
    The new Oldsmobile has overdrive.
    What is overdrive?

Summary:

A basic sight vocabulary and effective word attack skills are basic to the development of reading ability. These skills should be taught, wherever possible, in the form in which they will be used. The growth of skills in one area of reading will lead to the growth of skills in other areas. Growth in word recognition skills will necessarily lead to growth in comprehension; and growth in comprehension will lead to growth in word recognition skills.

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Comprehension

A Philosophy

Comprehension in its entirety is a complex activity.

Comprehension is largely a central process, or an activity of the brain closely related to intelligence or mental maturity. It involves the ability to think and to understand as one sees the printed page.

Comprehension is complex because it requires the use of all the reading skills. All that a person learns from words, phrases, sentences and paragraphs is included in comprehension. Comprehension differs from day to day in terms of the quantity to be learned, the quality of what is learned, and the purpose for learning. Like other reading skills, comprehension develops gradually.

In defining reading, William J. Iverson of Stanford University places heavy emphasis on the comprehension side of his definition. He says that reading is a *search for meaning.* Since comprehending is getting meaning and everything a student does, points in this direction, every part of the day makes its contribution to reading comprehension.

Comprehension in reading is the ultimate aim of all we do in the teaching of reading-readiness skills, word attack skills, thinking skills. The effectiveness of reading instruction is usually measured in terms of how well the student comprehends what is read.

Basic needs underlying the reading comprehension skills are:

Word Meanings
Thought Units
Sentence Comprehension
Paragraph Comprehension
Comprehending Larger Units

Word Meanings

The acquisition of word meanings is fundamental to all comprehension in reading. Basically, the meanings of words are derived from experience. Ideally, the learner's life experiences should be rich, real, and varied. The instructor must evaluate the breadth of the student's experiences, how many words he knows, and his verbal fluency in use of words.

In developing word meaning, the teacher should be guided by the following principles:

1. Words have more than one meaning. The most frequently used words tend to have more meanings than less frequently used words.
   Example:
   Will you *run* an errand for me?
   He made a home *run*.
   The car *runs* well.
2. The meaning of a word is determined by the context in which the word occurs.
3. The reader's experiences determine the number of meanings a word has for the reader.
4. There are numerous means available to the student for developing word meanings.

Suggested List of Ways to Develop Word Meaning

1. Labelling concrete objects or pictures. Using picture cards.
   Examples:

BOOK

UMBRELLA

2. Using synomyms, antonyms, or homonyms.
   Examples:
   a. Synonyms
      (1) Find a word at the bottom of the page that is similar in meaning to the numbered word. Write it in the blank.
      1. tired weary
      2. run
      3. look
      4. glad

      weary happy race see (2)

      (2) Match the words below with their definitions:
      This is a piece of clothing
      This comes out of a chimney
      This we use to cover ourselves

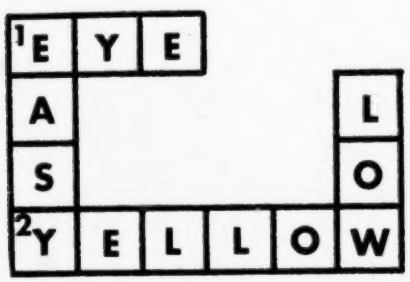
Choices:
blanket, dress, smoke

b. Antonyms
   (1) Circle the words that have opposite meanings.
   1. hot wet cold moist
   2. ugly tired easy beautiful
   (2) Complete the following sentences by using words that mean the opposite of the underlined word.
      1. Do you want to be _____ or *last* in the lunch line?
      2. Today is *cloudy*, but yesterday was _____ .

b. Homonyms
   (1) Underline the word that correctly completes these sentences.
   1. The sky is (blue, blew).
   2. This is a (fair, fare) day.

3. Using the dictionary.
   a. Construct picture dictionaries in the beginning reading period.
   b. Make individual glossaries as students progress.
   c. Use published dictionaries.

4. Using descriptions, riddles, rhymes, and puzzle games.
   Example:
   a. Crossword puzzles



Down:
1. Not difficult or hard.
2. The opposite of high.

Across:
1. What we see with.
2. The color of bananas.

b. Riddles

1. I am crossed by many highways. You can find cities of all sizes on me.
   You use me to find the shortest route when travelling.
   What am I? I am a *map.*
2. I have many colors. You would probably see me on a rainy day. A pot of gold awaits you at my end.
   I am a *rainbow.*

5. Fitting objects and words into categories.
   Examples:
   (1) Put each word in the group in which it belongs.

bicycle	shirt	trousers	wagons
mile	dress	meat	socks

Food	Toys	Clothing
	bicycle	

   (2) Cross out the word that does not belong
   1. ears eyes nose ~~book~~
   2. run school jump hop
6. Studying prefixes, suffixes, and root words.
7. Developing the use of context clues.
   Examples:
   Read the sentences carefully. See if you can guess the meaning of the underlined word by its use in the sentence.
   (1) This work is easy, not *difficult.*
   (2) *Papayas* and *uglis* are fruits we get from other areas.

Thought Units

To achieve perfect conceptions of the meaning of complete sentence, it is necessary to read by thought units. When a student has acquired the ability to group words into meaningful phrases called thought units, he is organizing the material in the only manner which promotes good reading comprehension. Students, who read one word at a time or group words incorrectly, thus failing to read in thought units, have difficulty comprehending sentences effectively.

Suggested List of Activities to Develop Reading Thought Units

1. Draw a line under the phrase that best completes the sentence.

	over the fence
1. The ball sailed	down the hole
	under the water

		talked slowly
2.	The dog	flew away
		ran away

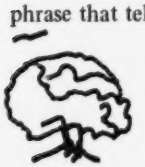
2. Find a phrase in the newspaper article that answers each question.
   1. Where did the accident occur? (at the railroad crossing)
   2. How fast was the train going? (at a high rate of speed)
3. Use one word to tell what these groups of words mean.
   1. a big meal – feast
   2. to rub softly – stroke
4. Use simple signs that students encounter daily. Post them in the room a few at the time. Pairs of students may practice reading the signs and putting what they understand into sentences. These signs can become a part of the student's sight vocabulary. Signs one could use include:

Bus Stop	Information Desk	Hospital Zone
School Crossing	U.S. Mail	Today's Special
Emergency Entrance	Stop Here	One Way

5. Associate pictures with phrases

Where are the birds?

Draw a line from the bird to the phrase that tells you the answer.



in the tree
above the tree
under the tree

Where is the fish?

Draw a line from the fish to the answer.

in a bowl
on a bowl
by a bowl

Sentence Comprehension

Materials for reading are nearly always in the form of sentences. In addition to understanding the meanings of the separate words and thought units, there must be the ability to understand the relationships between these in the sentence.

Suggested List of Activities to Develop Sentence Comprehension

1. Have students cross out words that do not belong in sentences.
   Examples:
   (1) I did not see her new red an car.
   (2) They had more get snow than we did.
2. Have students select words that will correctly complete sentences.
   Examples:
   (1) The boys climbed a

(2) The house is over

(3) She bought new dresses.
there three tree

or

(1) Show the which road to take.
men under get

(2) We do not want to watch that show
our again for

3. Give students a group of words for them to make into sentences.
Examples:
(1) a famous *Babe Ruth* player baseball was.
(2) should the newspaper *Everyone* read.
4. Give students exercises in which they must follow written directions.
Examples:
(1) Draw a box. Put a circle around the box.
(2) Cross out the letters.
O and B X
5. Have students relate sentences to pictures by circling the correct answer.
Examples:
(1) The box is under the line.
(2) The word is in the box.
6. Provide opportunities for students to find answers to *who, what, when, where,* and *how* questions in sentences.
Example:
A large oak tree was blown down by the wind across Sardis Street during the storm last week.
Who or what? _____
What happened? _____
Where? _____
When? _____
How? _____

Paragraph Comprehension

The reader must be able to understand the relationship between the sentences which make up the paragraph in order to comprehend. This skill must be mastered or progress in the application of other comprehension skills will almost always be blocked.

Suggested Ways to Develop Paragraph Comprehension

1. Have students select from a series of sentences the one that does not stay on the topic.

2. Have students select the topic sentence or the sentences which best summarize the main idea of a paragraph.
3. Have students select from a number of choices the title that best fits the paragraph.
4. After the student reads an incomplete paragraph, have him select the word or phrase that completes the paragraph correctly.
   Examples:
   (1) The man took his boat out on the lake. Black clouds came up in the sky, so he had to hurry home before the
      (a) lake dried up.
      (b) sun came out.
      (c) rain came.
   (2) The boxer lay on the floor of the ring while the referee counted to ten. His fans were disappointed. Now he would no longer be
      (a) champion.
      (b) out.
      (c) alive.
      (d) tired.

Comprehending Larger Units

To grasp the organization of an article, story, or chapter, the reader must understand the relation between the theme or purpose presented in the introductory paragraphs and the role of the succeeding supporting paragraphs. The reader must possess this ability in order to handle satisfactorily the specialized applications of the basic study abilities.

Activities for Comprehending Larger Units

1. While reading a short article, have the student write a summary sentence for each paragraph. Combine these to make a summary of the entire article.
2. Have the student read an article and make up a title for it.
3. Have the student illustrate the main idea of a story by drawing an appropriate picture.
4. After reading a story have the student discuss the organization of the story.
   (1) The main idea comes first and is supported by facts.
   (2) The small details lead up to a main idea.
5. Make a cooperative outline of a story. List subtitles to aid the student.

Three areas of reading comprehension are:

Literal Comprehension
Interpretation
Critical Reading

What is comprehension? It is–

Knowing how many men are on a football team? (Literal Comprehension)

Deciding which trade made by the New Orleans' Saints was best, or whether a good player on another team will be able to play equally as well as a member of the Saint's team? (Interpretation)

Figuring out whether the comments made in a recent sports magazine concerning athletes' gambling activities were based on facts or opinions. (Critical Reading)

To read intelligently, the reader must be able to comprehend what is read at the literal, interpretive, and critical levels of comprehension.

The teacher's responsibility is to provide opportunities for students to develop comprehension skills in all three of these areas. Questioning is the teacher's most important tool for guiding students to obtain meaning. This questioning can be used as a prereading activity to develop interest and background for thoughtful reading as guides to thoughtful silent reading, and as followup questions in postreading activities.

Literal Comprehension

Literal comprehension; or receptive comprehension, is the process of getting obvious and direct meanings from symbols as they appear on the printed page. Literal comprehension is gathering the "face" meaning, or the author's surface meaning.

Questions which promote literal comprehension are used more frequently than other types of questions. Teachers usually ask too many questions requiring literal comprehension, at the expense of questions requiring higher thinking skills. Most standardized reading tests test this type comprehension.

Literal comprehension questions usually ask *who, what,* or *where.*

Literal Comprehension Activities

1. Using a grocery advertisement, have the students answer the following questions:
    1. How many kinds of roasts are there?
    2. Which roast is juicy?
    3. List the roasts in order of price.
2. Have students read an article from the newspaper announcing a T.V. "special" to find answers to these questions:
    1. What is the name of the "special"?
    2. Who are the stars featured in the "special"?
    3. On what day will the "special" be presented?
    4. What time of day will it be shown?
3. Pictures can be drawn depicting the setting of a story.

4. Use various questioning techniques.
   Factual question: Who won the Olympics?
   True-false statement: Bronze medals are given to first place winners.
   Multiple choice sentence: The cross-country run was won by (Russia, U.S., France).
   Completion statement: The host country for the Olympics was _____ .

Interpretation

Interpretation or reflective comprehension represents a level of understanding of meanings which includes the literal comprehension level but advances beyond this level in its involvement of numerous thinking skills. In interpretation the reader reads between the lines or combines several sentences, making inferences, drawing conclusions, arriving at generalizations, or perhaps experiencing emotional reactions.

Interpretation can be stimulated through open questions.

Examples of Interpretation Questions

1. Do you think the things mentioned in this story really happened? Why?
2. What qualities did Ted have that made him a good sportsman?
3. Compare the two cities. In which city would you prefer to live? Why?
4. What is the significance of the title of this story?
5. What did Mrs. Jones mean when she said, "A stitch in time saves nine"?
6. What would you like to know about the controversial movie that this reviewer did not mention?

Critical Reading

Critical reading, the highest level of mental activity in understanding meanings, is at the top of the reading-for-meaning hierarchy. Critical reading includes literal comprehension and interpretation, but goes farther in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy, and the truthfulness of what is read. Critical reading involves critical thinking.

Although critical reading is at the top of the reading hierarchy, students should be required to read critically from the beginning of their instruction.

Critical Reading Activities

1. Have students bring newspapers from different publishers to compare several reports of the same event.

2. Have students classify statements as fact, opinion, or both (fact and opinion).

Examples:

1. Our language is harder to learn than any other.
2. What a spoiled family moved into the house next door.
3. There are fewer hours of light in winter than in summer.

3. Find differing views on a subject and discuss which are most valid and why.
4. Invite students to bring in articles from various columnists, and discuss each one in terms of personal opinion versus facts, biases, radical ideas, and attempts at sensationalism.
5. Look critically at cartoons to see what is taking place to made the cartoon portray humor, satire, etc.

Study Skills

The development of effective study skills is still another facet in the development of comprehension. In the broad sense, study proficiency involves not only overall habits and attitudes, but also specific techniques which make learning and information-getting more efficient. It is the latter phase that we will be concerned with in this section.

Study skill development can be taught once the basic decoding skills have been established by the student. Along with the tasks of learning to read, the process of reading to learn, is developing. How to most efficiently use material will necessarily need emphasis.

The basic study skills develop the ability to do the following:

1. Use the dictionary
2. Use a table of contents
3. Use an index
4. Read a map, chart, etc.
5. Use reference materials such as the encylopedia, and almanac
6. Use the library
7. Locate information
8. Outline
9. Take notes

Some activities that will help develop these skills are to have the students do the following:

1. Make up their own personal name-address-telephone book.
2. Look up information they need in the telephone book. Use both the name listing and the yellow pages. Use the guide words at the top.
   (a) Call a friend
   (b) Call a theatre for their schedule
   (c) Call the Post Office for a zip code

3. Read a store catalog.
   (a) Look up a needed item in the index
   (b) Find out the price, available colors, etc.
   (c) Read the chart that tells the price of mailing
   (d) Read the directions for ordering
   (e) Compare to items in other stores
4. Read bus schedules, ballgame schedules, television guides.
5. Read the newspaper.
   Find out:
   (a) What's playing in the movies
   (b) What's on television
   (c) The price of butter, here and there
   (d) The price of a muffler, here and there
   (e) Who won last night's game
   (f) The weather today, yesterday, tomorrow
   (g) What jobs are available
   (h) What's going on in the world
   (i) What's in the Table of Contents
6. Read the Drivers Manual.
   (a) Find out what you need to be able to do to get a driver's license
   (b) What the traffic signs say and mean
   (c) What the traffic laws are
7. Read a map of the city, state, country.
   Find out:
   (a) Where you live
   (b) Where Uncle Joe and Aunt Mary live
   (c) Where "the action" is
8. In reading, underline topic sentences, underline key words, compare a story reported in one place with the same story reported in another place.
9. Read magazines.
   Find out:
   (a) Where the article you are looking for is, by using the Table of Contents
   (b) How-to-do-it
   (c) How others do it
10. Read a mechanic's manual. Do it!
11. Read a pattern. Do it!
12. Read a recipe. Do it!
13. Read or listen to a story. Give it a title.
14. View a filmstrip or listen to a record. Make notes. Write a brief outline of what it is about.

15. Tell someone in writing how to do something.
16. Tell someone how to do something. Have him write down the directions and tell somebody else.
17. Visit the library.
    (a) Browse
    (b) Look for some specific things

Summary

Just as word recognition skills should be taught, wherever possible, in the form in which they will be used, so should comprehension and study skills. Development of comprehension—in depth—is the ultimate aim, and the touchstone for success, of any reading program.

SUPPLEMENTARY READING

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Measurement of Reading Performance

The complexity of the reading process combined with the complexity of human behavior defy the precise, concrete measurement results we would like as a basis for teaching. However, measurement of reading performance is necessary. The following quote from Marjorie Seddon Johnson (9) summarizes the significance of measurement and evaluation in any instructional program:

> No instructional program can be any better than the teacher's knowledge of the children for whom it is planned. If they are known only superficially, the instructional program will be superficial at best, totally inappropriate at the worst. In order to plan effectively, the teacher must first determine achievement levels, then specific strengths and weaknesses of each child. Evaluation must not stop at any point in the program but rather be carried on through all instruction. This evaluation must be broad in scope, tapping all the factors that are related to reading achievement. It must have adequate depth to provide a strong foundation of information on which instruction can be built. In a word, a teacher must teach someone. Unless he knows, in the broadest sense, who each someone is, he cannot teach.

This is especially true in programs for the illiterate adult because his problems are even more complex and intense than those of children. No suitable evaluation instruments exist. However, until better instruments are developed, those available must necessarily be used with appropriate consideration of their weaknesses.

Until recently reading tests had been prepared to measure the reading performance of children and were not appropriate for illiterate adults. These tests use a different vocabulary from that which an adult uses. Adults are presumably more interested in functional or utilitarian words. The subject matter concepts in the children's tests are different from those in reading materials most generally preferred by adults. In many cases these tests measure concepts and vocabularies found in materials written for children. The formats of many reading tests are not appropriate for adults. They may be childish or confusing in appearance. Finally, it cannot be assumed that adult illiterates are as well or better prepared to take tests than children. In most cases they have had no instruction in how to take tests. They may even have

more difficulty than the first-grade child in handling pencil and paper. Tests used in adult programs should be easy to follow in both physical and content formats (7, p. 155-159).

Smith (14, p. 59) lists five published tests which are appropriate for adults:

Adult Basic Education Student Survey. Follett Publishing Co., 1967.
The two forms of the ABES tests give grade level placement in reading and arithmetic within the limits of the adult basic education curriculum range. It is untimed and uses a correction factor for guessing.

Adult Basic Learning Examination. Harcourt, Brace and World, Inc., 1967.
The ABLE tests are designed to test achievement in reading, spelling, and arithmetic. Their range is from the middle of grade level one through grade level eight. There is a separate test for each of the subject areas. The time required for each test ranges from 15 minutes in arithmetic to 30 minutes in reading. There are two equivalent forms.

Basic Reading Inventory. Scholastic Testing Service., 1966.
This test is designed to test adults who are reading on grade levels two, three, and four, No information is given about validity or reliability in the examiner's manual.

Individual Reading Placement Inventory. Follett Publishing Co., 1968.
This individually-administered diagnostic reading test covers readability levels one through six. Both forms use scoring sheets to record difficulties and to indicate grade placement. Evidence of reliability and validity for use with adolescents and adults is given in the manual.

Tests of Adult Basic Education. California Test Bureau. 1967.
The TABE cover the areas of reading, arithmetic, and language. There are two forms of TABE as well as three different levels of each test. A "locator test" enables the examiner to determine the proper level to use with each student. Testing range is from mid-grade one through high school.

With the exception of the Basic Reading Inventory and the Individual Reading Placement Inventory the above tests provide an estimate of general reading level. More specific information is needed if the teacher is to "know" the student. Several levels of testing should be considered.

Levels of Testing

The levels of testing are defined by the function of the test instrument. By function there are three levels of tests.

Survey Tests. These are the most commonly used forms of achievement tests. They provide a broad estimate of general reading activity. The student's score indicates how well he read the material compared to the group used to standardize the test. It does not provide the specific information needed to plan instruction. It is primarily useful for initial student placement or as a measure of group performance. Specific strengths and weaknesses are not

measured. Survey tests published for adults (previously described in this chapter) are as follows:

1. Adult Basic Education Student Survey
2. Adult Basic Learning Examination
3. Tests of Adult Basic Education

Group Diagnostic Tests. These tests share the same characteristic of the survey tests, with one exception: They include more subtests as a means of measuring specific strengths and weaknesses. The Stanford Diagnostic Reading Test provides an example. This test includes seven subtests: Reading Comprehension, Vocabulary, Auditory Discrimination, Syllabication, Beginning and Ending Sounds, Blending, and Sound Discrimination. The intent is to provide a profile for more efficient planning of instruction based on the individual reading skill needs. Specifically developed for adults is the *Basic Reading Inventory.*

Individual Diagnostic Tests. Often it is necessary to individually test students who have severe weaknesses and require more thorough analysis than that which is provided by most group tests. These tests probe specific skill areas which can be profiled for instructional planning. More importantly they involve the teacher and student in a one-to-one relationship. This gives the teacher an excellent opportunity to observe the student's reading performance. Published specifically for adults is the *Individual Reading Placement Inventory.*

Following is a list of diagnostic tests which are not designed specifically for adults but should prove useful:

1. *The Basic Sight Word Test,* Garrard Press, 1943.

A list of 220 words which occur 50% of the time in most printed materials and are considered most basic to the English language. Word attack skills are not usually employed. To test the student the words may be presented on flash cards or the student may be asked to read a list as the one found on the following page. (See page 32) A record should be made of those words the student does not know. These words should be learned during the Beginning Level of instruction. Range +1.

2. *Roswell-Chall Diagnostic Reading Test of Word Analysis Skills.* Essay Press, 2315 Broadway, New York, N.Y. 10024.

This test is easily administered and provides a quick assessment of the students knowledge of single consonant sounds, consonant combinations, short vowels, rules of silent e, vowel combinations and syllabication. It is brief, but utilitarian. Range 1 - 4.

3. *Diagnostic Reading Scales,* California Test Bureau, Del Monte Research Park, Monterrey, California.

This is a comprehensive test which requires some training to administer. It assesses the following reading skills: word recognition, oral reading, silent reading, consonant sounds, vowel sounds, consonant blends, common

A BASIC SIGHT VOCABULARY OF 220 WORDS

Compiled by Dr. Edward W. Dolch

These 220 words make up from 50% to 75% of all ordinary reading matter.

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

call
came
can
carry
clean
cold
come
could
cut

did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
far
fast
find
first
five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
got
green
grow

had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

I
if
in
into
is
it
its

jump
just

keep
kind
know

laugh
let
light
like
little
live
long
look

made
make
many
may
me
much
must
my
myself

never
new
no
not
now

of
off
old
on
once
one
only
open
or
our
out
over
own

pick
play
please
pretty
pull
put

ran
read
red
ride
right
round
run

said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try
two

under
up
upon
us
use

very

walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write

yellow
yes
you
your

syllables, blending and letter sounds. Appropriate checklists are provided. Range 1 - 8.

Many individual diagnostic tests are published. These are listed as examples of the kinds of tests available. The primary concern is that the A.B.E. reading teacher evaluate the basic reading skill areas to the depth that a profile or checklist of skill proficiency can be made for each student. Following (see page 34) is a suggested checklist. The examiner would check those skills which are weak and note appropriate comments. Individual teachers may develop their own checklists.

Informal Inventories. Teachers may prepare their own diagnostic tests from graded materials. Properly administered and interpreted, these tests provide excellent data for student placement. Short selections of about 100 words should be chosen from a set of graded materials. Three paragraphs from each level should be chosen. Comprehension questions for each paragraph should be written. They should test the reader's understanding of the three basic areas of comprehension (literal, inferential and critical). Vocabulary questions are sometimes included. Following is a typical paragraph with questions:

> "Tom! Breakfast is ready," called Mrs. Edison, putting the milk on the table.
>
> "Yes, Mother, I'm coming!" answered Tom.
>
> A few minutes later young Tom Edison walked into the kitchen. His boots were dusty, and his necktie was not straight. He was only half awake.
>
> "What a sight you are!" said Mrs. Edison.
>
> Mr. Edison put down his newspaper. "Tom," he said, "it is plain to see you're sleepy. At nine-thirty last night I asked you to go to bed. How late did you stay up?"
>
> "I don't know, Father" answered Tom, "but I had to stay up. The boy next door was sending me signals on our telegraph. His signal came through to me very clearly. Our telegraph works." (1, 1963)

I (Inferential)

1. How do we know the time of day of this story is morning?

L (Literal)

2. What does Mr. Edison do at the breakfast table as he eats his breakfast?

I (Inferential)

3. How do you think Mr. Edison felt about Tom disobeying him to stay up late?

V (Vocabulary)

4. What is a telegraph?

L (Literal)

5. Why did Tom stay up late?

READING PERFORMANCE CHECK LIST*

Examiner _____
Student _____
Independent Level _____
Instructional Level _____
Frustration Level _____

Word Recognition:
- General Sight Vocabulary
- Basic Sight Words

Structural Analysis:
- Compound Words
- Contractions
- Root Words
- Prefixes
- Suffixes
- Antonyms
- Synonyms
- Homonyms
- Syllabication

Phonetic Analysis:
- Initial Sound
- Medial Sound
- Final Sound
- Initial Consonant Blend
- Digraphs
- Diphthongs
- Long Vowels
- Short Vowels
- Vowel Rules
  1. Vowel in one syllable word
  2. Vowel in syllable or word ending in e
  3. Two vowels together

Comprehension (Indicate level and type)
1. Literal
2. Interpretative (Inferential)
3. Critical

*Used by permission of Mary Carmichael, University of Southern Mississippi.

Directions for Administration

1. Begin at a level which you know is below the student's reading level.
2. Prepare the student for the selection by providing a purpose for reading. Be careful not to reveal vocabulary, ideas or content of the selection that would detract from the measurement of the student's reading performance.
3. Ask the student to read the selection orally. The examiner should keep an accurate record of the way in which the selection is read.
4. The student answers the comprehension questions. Do not correct the student, this is not a teaching experience. Record accurately the answers to the comprehension questions.
5. Repeat this procedure for a second paragraph at the same level EXCEPT have the student read silently. During the silent reading observe for possible symptoms of difficulty; head movements, vocalization, etc.
6. This procedure is followed from level to level until the frustration level is reached.

Though most behavioral symptoms observed during the reading process relate to word perception skills, four general categories appear sufficient in calculating the word recognition score: substitution, insertions, omissions, and words aided by the examiner.

The errors may be recorded in the following manner:

Sue and Jim started (to) go to school. It was raining. They went back home to get (their) raincoats. Jim couldn't find his raincoat so his mother took them to the school in the car.

Mother went to town. She bought Jim a raincoat, boots, and a rain ~~hat~~ cap. Jim said, "Thank you, Mother, I will not lose them."

/ Pause – number of marks indicates length of pause and phrasing one line per second.

(at) Omission – student omitted word or punctuation mark.

one word Repetition – underlining indicates repetition of word or phrase. Underline each time the word or phrase is repeated.

the Insertion – indicated that the student inserted a word not in the test.

Sue Mispronounced – (substitution) draw a line through words missed
~~she~~ and write the word given by the student in place of the right word. Use phonetic spelling if it is not a known word.

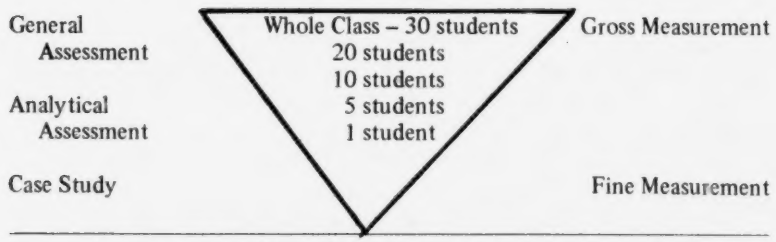
knew Word pronounced for student – if the student pauses for 5 seconds or asks for help, pronounce the unknown word for him. Draw a box around the word to indicate that help was given.

Criteria For Levels:

1. *Independent Level* – the highest level at which the student can read with full understanding and without difficulty.
   (a) Comprehension: 90% or better accuracy
   (b) Freedom from symptoms of tension
   (c) Rhythmical oral reading: 99% or better accuracy in word recognition, conversational tone, etc. (Not more than one unknown word in each 100 words).
2. *Instructional Level* – the level at which systematic instruction can be initiated.
   (a) Comprehension: 75%
   (b) Freedom from symptoms of tension
   (c) Rhythmical oral reading: 95% or better accuracy in word recognition, conversational tone, etc. (not more than one unknown word in each 20 words).
3. *Frustration Level* – the level at which the individual is thwarted and reading success is impossible.
   (a) Comprehension: 50% or less
   (b) Symptoms: tension, finger pointing, lip movement, vocalization, head movement, withdrawal, etc.
   (c) Oral reading unrhythmical, high pitched voice, meaningless substitutions, etc.

The examiner counts the total number of errors, divides this number by the total number of words in the selection. The result is a quotient which when subtracted from 100 will provide a percent correct score for the selection at that level. A comprehension score for each selection or level is computed by dividing the number of correct answers by the number of questions asked. These scores may be noted beside each selection and then entered onto the summary sheet. The trained examiner can analyze the types of errors to ascertain specific strengths and weaknesses. Farr (7, p. 95) illustrates the sequence suggested for the use of tests:

Successive Levels of Screening*



*Adapted for use with adults from the original

The progression from gross measurement to fine measurement is parallel to the sequence in terms of function of survey tests, group diagnostic tests and individual diagnostic tests. That is from general grade level scores to specific skill needs. "The successive-levels approach enables the classroom teacher to identify specific needs as well as classwide deficiencies. These needs must be identified to plan the instructional program; groups can be formed on the basis of mutual skills and interests as well as on reading level." (Farr, p. 95).

> Each student concentrates his efforts in developing a specific skill until he has made sufficient progress to proceed to another area. Diagnosis of further weakness is then made and group membership changes accordingly. This kind of grouping is flexible. (17, p. 17)
>
> Teacher and student evaluation of learning should be an on-going process. Additional instruction, practice, and evaluation should be provided for those students who are having difficulty mastering a skill. The cycle–diagnose, teach, evaluate, and reinforce–should be firmly established. (17, p. 17)

The evaluation of reading performance and skills is the basis for effective teaching. However, more than formal or informal measurement is necessary. The teacher must develop understanding of the role of testing and diagnosis as a basis for instruction. This is discussed in the following section.

Diagnostic Teaching. While diagnosis may often be thought of in relation to readers with problems, more recently the concept has been advocated for helping all learners. Cooper and Kaplan (p. 41) state: "The concept that we teach from where the learner is, is real, not jargon. It is therefore imperative that the teacher know each learner, his background, his intellectual and emotional levels, his attitudes and particular skills. Failure to study individual children leads to failure to structure to meet their individual needs." They

were not speaking only for children. The curriculum or the sequence of reading instruction at any level, for any group should be learner originated. This will tend to prevent the dangers noted by Havighurst (8, p. 371) (1) that a limited rigid curriculum may be imposed on the student, (2) that the curriculum may be presented in such a way that the student doesn't understand what he is doing and where he is going. In diagnostic teaching, consideration is given to the individual needs and characteristics of the student. This is more important than following the sequence of reading skills in a general curriculum guide.

In writing to teachers, Ponder (11, p. 21) lists the following concepts related to diagnostic teaching:*

1. Class time and space are planned so that you work with students individually during each class.
2. Skills become more important than "information."
3. Before you face any student, you have available many sequences of small, appropriate steps (activities) leading to the acquisition of the skill involved.
4. You and the student examine the continuum of small, appropriate steps required to go from incapacity to capacity in a specific skill. Together you decide where he must begin; and as he proceeds he has access to the skill-building process and its goals.
5. You keep close track of the students' progress and record many observations. Like the writer of a programmed-instruction manual, you give additional practice where it is needed, or you allow a student to skip steps if it is appropriate *for him.*
6. You are concerned with motivation, for achieved goals build the student's confidence or ego. Unlike a person writing a programmed-instruction manual, you are on the scene in the flesh; you can be warm and responsive.
7. Your goals are defined in terms of behavior that can be measured or in some way assessed. As the student proceeds from one manageable step to the next, you are able to measure what you have taught in terms of his achievements.
8. The teaching-learning experience is non-punitive. The student is both learner and observer of himself as learner, with at least partial control over the process. He sees his own weaknesses and strengths almost impersonally, knowing that only one step on the stairway to a skill is at stake—not his class status.
9. The learner competes with his "yesterday self" rather than with others in the class—except in the general competition to grow towards "becoming."

*These were adapted for adult students.

The key to a diagnostic teaching lies in the validity of the diagnosis. The perceptive observations of the students made by the teacher are critical determinants of the appropriate placement of these students in a learning sequence. The responses of students to instructional materials, methods and programs should focus attention on reading levels, reading skill proficiencies and the particular learning patterns of the individual student. Thus diagnosis is, or should be, continuous, and in so being provides a guide or basis for flexibility in the educational experiences of the student.

Teacher observations, through formal and informal procedures, provide raw data for diagnosis which, when assembled and synthesized, can be translated into meaningful signals for charting these educational experiences.

One teacher, when asked how she kept information on each student, replied that she "carried it around in her head." While most teachers can maintain some information about each student in this manner, a more adequate system of records is a necessity. Records may be kept in several ways, but simplicity is important. Students can record their performance on forms kept in individual folders along with their completed practice exercises. The teacher can enter her observations and comments as she observes the student or reviews his folder. Personal interviews with the student are necessary periodically for review and planning. Interview frequency will vary with each student.

Basic to any record system is a checklist of reading skills. As the student shows proficiency in certain skills, this is recorded and should eliminate his receiving repetitious or unnecessary instruction. The result can mean more efficient use of time for the teacher and the student:

The A.B.E. teachers who maintain a flexible teacher-learner relationship must consider the following as guides:

1. They must apply a basic understanding not only of reading skills but also of adult learners.
2. They must develop a philosophy which emphasizes that instruction should be basically student-centered rather than teacher-centered; one which allows independent learning to be carried out by the adult learner.
3. They must realize the impossibility of one teacher's personally directing or initiating each of the varied learning activities required for a group of students who represent several reading ability levels, and many skill proficiencies.
4. They must organize instruction in such a way that the various alternatives necessary in meeting individual differences are operating.
5. They must develop the ability to self-critique and evaluate as well as the ability to take positive critiqueing by others.
6. They must sacrifice personal bias in terms of materials, methods, techniques and pedagogy if necessary. The "old dog" must learn "new tricks."

Flexible instruction is, in part, a function of the availability of teaching materials. Along with books and book-oriented programs there is need to expand the availability of multi-media, multi-modal materials for reading instruction. Materials which students can work with independently or individually without continuous teacher involvement are important. Some materials lend themselves easily to independent use by students. For other materials the teacher may need to provide study guides or simplified instructions after an initial orientation to the use of the materials. This does not discount the importance of the role of the teacher, but rather allows her to be more of a catalyst in the learning experience of the students. This approach to the utilization of materials and media develops independence in the learner and frees the teacher to work with individuals and small groups or to plan for such work.

For very practical reasons the teacher must have a flexible program of instruction. Due to the life style of A.B.E. students, whether of their own choosing or not, their attendance is often sporadic. The reasons are innumerable and often unavoidable. However, if the program of instruction is flexible to meet the individual's needs, the student will feel at ease in returning to the class knowing he can pick up where he left off without penalty, or the feeling of being left behind.

Diagnostic teaching of reading is guided by three basic questions: (1) What reading skill proficiency does the student have? (2) What reading skills does he need to learn? (3) What is the most efficient way for him to learn these skills? The answers to these questions are most easily found in a classroom equipped with a broad selection of materials and staffed with a perceptive, resourceful and flexible teacher who believes that students can learn independently if placed in a learning sequence in which the student understands what he is doing and where he is going, with reasonable assurance that he will get there.

INFORMAL SKILLS TEST LOCATOR INVENTORY (14, p. 42)

This inventory is designed to aid the teacher in determining what levels of standardized or informal reading tests are most appropriate for his students. The use of an inventory such as this can save both teacher and pupil time. If the student exceeds the limits of a test, he must be given another test with a higher range. If the student is placed in a test whose lower limits are too high for him, he will also have to be retested. If the teacher knows that the student can read only a few words, this locator test should not be used.

Directions for the Locator Test

Read the directions at the beginning of the test to the students. The first item of the test is done for the student and counts as part of his score. Circulate through the classroom and see that the students understand how to do the test.

Scoring: If the student gets eight correct answers on the test, he should be given a standardized or informal test that covers the equivalency levels of grade four to grade eight. If he fails the test, he should be given a standardized or informal test that covers the equivalency levels of grades one to four.

READING

Name _____ Date _____ Score _____

Directions: Read the following paragraphs and answer the questions by drawing a line under the correct answer. The first one is done for you.

Night School

Mr. and Mrs. Brown both go to night school four nights a week. Mr. Brown is a truck driver. He is not getting rich, but he is able to save some money each week. Some day he hopes to own his own trucking company. He knows he will need to know a lot about business. He will need to keep records, pay bills, borrow money, and do other such things. He is learning about business at night school. He is also learning to read, spell, and do arithmetic better. Mr. Brown works longer hours than most people do. He will get ahead.

Mrs. Brown also works hard. She does all the housework and takes care of her three young children. She quit school in the sixth grade. She had to go to work. She hopes to finish high school next year. She will be a big help to Mr. Brown when he starts his company.

1. Mrs. Brown goes to school
   mornings days *nights* afternoons
2. Mr. and Mrs. Brown are
   women people men children
3. The children are
   young tall girls healthy
4. The age of Mrs. Brown is about
   fifteen thirty fifty sixty
5. Mr. Brown does not have his own
   clothes family business job
6. A word that means the same as "business" is
   loan records driver company
7. One night the Browns probably don't go to school is
   Monday Tuesday Friday Sunday
8. Mr. Brown works about how many hours a day?
   four ten six eight
9. Mrs. Brown quit school to
   marry work save help
10. How many children do the Browns have?
    four one three five

Answers:

Reading

1. nights
2. people
3. young
4. thirty
5. business
6. company
7. Sunday
8. ten
9. work
10. three

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Organizing For Individualization

Methods and Materials

Individualized instruction with adults has been defined as the release of human potential. This human potential is everything with which an individual is capable of responding. Every adult who is performing with less than he is capable of deserves the chance to realize his potential. It is up to us as teachers of adults to use those techniques and materials which will promote and provide for the following:

1. Increased individual responsibility and commitment,
2. Total personal responsiveness,
3. Opportunities for learners to discover their own powers,
4. Personal relevance to experiences which the individual learner shares with other members of his group (1)

We as teachers, work toward allowing for individual differences in children, why should we assume that adults must be treated differently? The individual approach is flexible and allows the teacher to utilize materials and media to provide for effective reading in adults. The techniques in individual instruction are many and varied.

Guidelines to aid in providing a positive learning experience for adults:

1. Do not spend too much time telling about what you are going to do.
2. Provide students with background for what they are learning.
3. Never underestimate the skills or knowledge of the student group.
4. Have a course outline of what you expect to cover in each session, but be prepared, and willing, to abandon much of your outline temporarily or revise it as the occasion may demand.
5. Incorporate time for socialization into the instructional program.
6. Plan your teaching-learning sessions; advanced planning is a prerequisite for effective teaching.
7. Remember that adult students have a great deal to give.
8. Plan for participation all the way through the course (2).

How can you best promote this release of human potential in your classroom? Give your students the opportunity to make decisions about their learning experience.

Organization for Instruction:

Part 1. Independent reading

Part 2. Small-group discussion and reading

Independent Reading

Now how do we start independent reading? The adult students begin by reading what interests them. The teacher does not have to worry about motivating these people. They would not be in the class in the first place if they were not motivated. Give them the opportunity to work in groups or by themselves.

Materials

Where do they find reading materials?

1. They bring them from their home:

newspapers	magazines	telephone books
children's books	cookbooks	comics
catalogs	Bible	T. V. Guide
paperbacks	letters	

2. They bring them from the school library or the local library.
3. The teacher makes reading material available from the ABE resource library.
4. The teacher provides in the room:

newspapers	cookbooks	catalogs
comics	dictionaries	signs
crossword puzzles	Drivers Manuals	
magazines (Life, Woman's Day, etc.)		

Procedure

Begin:

Tell them, "Choose a book you can read. Choose one in which you know most of the words. Then read, either by yourself or with someone else. If you find a difficult word, try to figure it out. If it is an important word, ask me or someone else to give you help. Skip it if it isn't important."

Conference

Have a conference with those who need your help or feel need your assistance. What do you do in a conference?

1. Help them with their vocabulary.
2. Find out where their interests lie, what they are reading.
3. Help them with those word skills that will take care of their immediate needs.
4. Have them make a notebook for all the new words that are meaningful to them.

5. Have them dictate letters to friends for you to write down. Let them copy the letters.
6. Have them dictate a story for you and write it for them.
7. Keep a diary of Things-to-Do.
8. Help them write down addresses of friends and relatives.
9. Play adult games such as Scrabble, Vowel Lotto, Consonant Lotto.
10. Have a group of work boxes; a separate box for nouns, verbs, adjectives, adverbs. Use them to make sentences.

Small Group Discussion and Reading

Ways of Grouping

How can you organize groups so that learning takes place?

1. Group according to interests
   a. reading subject matter
   b. occupation
   c. hobbies
   d. goals
   e. current events
2. Group according to ability
   a. reading level
   b. work attack skills
   c. comprehension skills and levels
   d. vocabulary
3. Group according to practical needs
   a. passing the driver's test
   b. caring for clothes
   c. planning meals
   d. comparative shopping
   e. fill out forms (income tax, job application)
   f. reading maps
   g. reading money
   h. studying insurance policies
   i. reading bus schedules, football schedules
   j. using the dictionary

Group Dynamics

There are a number of specific steps which may be taken to facilitate learning in a discussion group:

1. Promote an informal atmosphere by arranging the seats in a circle rather than in a row. This allows everyone to be involved in group interaction
2. Encourage the members to introduce themselves and give some background information about themselves. It might be necessary to be

prepared with some information about each member in order to start the introductions or to help out a member.

3. Set down the objectives and goals of the class in order to provide them with direction.
4. Give your students an opportunity to be involved in the decision making processes in their class.
5. Teach constructively with meaningful material.
6. Reinforce their efforts positively.
7. Look for practical and meaningful learning situations which are related to the students' everyday world.
8. Let your students feel free to move in and out of the group.

Group Tasks

What do you do after you organize into groups?

1. Those in interest grouping can pursue their interests:
   a. through discussion
   b. by use of audio-visual aids (films, tapes)
   c. with projects (sewing, mechanics)
   d. with reports (Vietnam, integration, taxes)
2. Those students in ability groups can:
   a. be placed in programmed materials
   b. pair off and work together on a particular deficiency
   c. utilize the conference activities talked about earlier
3. Those grouped according to practical needs can:
   a. follow basically the same format as those in the interest groups
   b. have speakers to come for discussion (insurance agent, traffic safety officer)
   c. give individual help to one who may need it

Group Structure

How many in each group?

It is not necessary to incorporate all these types of groups. It will depend on the types of students and their needs. You may want to use only one of the grouping categories, for example, ability. The number in the group or groups will depend on:

1. How many students you have
2. How many you feel you can handle in one group

You may wish to have several sub-groups for a particular group.

Record Keeping

Provide your students with record books or notebooks in which they can keep a record of their progress. You will want to check this occasionally to

be aware of areas which need more work. Look for areas where the student is moving too slowly or too fast. Are these areas in which learning is taking place?

Selection Criteria For Materials

In order to provide materials which will promote as much individualization as possible the following selection criteria are suggested as guidelines for materials:

(1) The content must be appropriate for adults. This includes considerations of (a) interest level, (b) readability, (c) adult appearance of material.
(2) The edition date should be fairly recent.
(3) Materials should be adaptable for both individual and group instruction.
(4) Multi-level materials must be available; the range of reading levels within a class is often as much as seven levels.
(5) Content should, whenever possible, raise the self-esteem and status of the adult learner.
(6) Materials should be written in such a manner that they are conducive to individual study.

Evaluation

Can the student use his reading ability for the purposes he set initially? Has he become not only someone who can read, but someone who will read? Is he able to make better use of his potential?

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Evaluation

Evaluation is indispensable. Some form of evaluation must be included in any purposeful activity. The A.B.E. reading program must be evaluated to satisfy requests of government and private funding agencies; professionals in the field of adult education; administrators responsible for adult students. Each of these parties have questions they wish answered relative their respective relationship to the program. While all of them have equally important functions in the overall implementation of A.B.E. reading programs, the satisfactory attainment of the student's goals must be given ultimate priority. Indeed if these are met it seems reasonable that the objectives and goals of the other parties would be met also.

The following need to be evaluated:

1. The adult student;
2. The teacher of adults;
3. The materials of instruction; and
4. The overall program.

The Adult Student

Considerable discussion in previous chapters has been given to evaluation techniques useful in measuring the student's reading ability and progress. These procedures, both formal and informal, have one basic purpose: To measure the attainment of, or progress toward, realistic objectives set forth for and by individual students. Information gathered before, during, and after the instructional program is useful in assessing the effectiveness of the program for the individual student. Data collected on individual students may be combined to provide an indication of the attainment of objectives common to all students. It must not be forgotten that the adult learner has specific reasons which bring him to class. These are his personal reasons which are clear to him. The A.B.E. teacher must identify these and assist the student in attaining them. The adult learner needs concrete assurance that his goals are being met through his efforts within the class; that the time, effort and deprivation from family, social life, recreation, and "moonlight" income is justifiable. This adult learner must see the tangible results in terms of his economic, social and personal life.

The implications are clear; not only is evaluation continuous, but there must be adequate "feedback" from the evaluation results so that each student can make appropriate decisions relative to his educational experiences. This can most effectively be done through individual records and folders which the teacher and student maintain jointly from data collected and shared cooperatively.

The Teacher of Adults

The A.B.E. teacher must first evaluate himself in terms of attitude towards and knowledge of the A.B.E. student. The teacher must know and understand his students. He must constantly be aware of negative factors in the learning environment which would discourage or dissuade the student from further participation. He must also be aware of those positive factors in the learning environment which would encourage and persuade the student into deeper involvement. While the teacher has little control over factors external to the classroom he has considerable control over those within the teacher-learner-classroom environment. Professional competency in the teaching of reading must be merged with the ability to understand, relate to and counsel students.

The following questions will assist the teacher in evaluating his teaching performance:*

I. Do I provide an environment conducive to developing reading skills?
   - A. Have I presented suitable materials for each student to satisfy his purpose for reading?
   - B. Am I using my bulletin boards, library facilities, supplementary materials, etc.? Have I provided material for pleasure reading? Do I show a positive attitude toward reading by example? Is my enthusiasm for reading a contagious factor in the schoolroom?

II. Do I plan my instruction based on diagnosis? (Perpetual diagnosis, careful, purposeful planning with multi-media is my guarantee of successful teaching.) Have I guided the students to develop the skills necessary for independent learning? Am I aware of the poor reading habits of all my students—and the *good* ones? Do I change my technique and approaches to meet the daily needs of my students?

III. Does my classroom assist the students in developing an interest in reading?
   - A. Have I created and nurtured an interest in reading?
   - B. Have I considered the interests of my students?
   - C. Does the classroom procedure add interest to reading?

IV. Have I considered the basic needs of the adult learner?
   - A. Do I really believe and demonstrate by my instruction that students are different from each other?
   - B. Do I realize that readiness for learning is different for every student?

V. Are my instructional goals based on behavioral objectives? Do I assist the students in establishing personal objectives and goals?

VI. Have I provided methods of evaluation that are flexible and appropriate to the situation being evaluated?
   A. Do the students have a means of self-evaluation?
   B. Do I help them evaluate their skills, purposes, and performances daily?
   C. Is each student working to his potential, my major instructional goal?

VII. Do I teach reading within all areas of the student's concern? (job, home, family, current events, recreation, etc.).
   A. Do I realize that each area has its own vocabulary?
   B. Am I helping each student make the vocabulary his?

VIII. Do I maintain the proper balance between the mechanics of reading (word recognition) and reading for meaning (comprehension)?

IX. Am I using multi-media, multi-approaches, and multi-techniques for all students?

X. Do I truly know the developmental process of reading?
   A. Do I know what skills are involved in readiness, word recognition, word analysis, comprehension, study skills, critical reading?
   P. Do I keep up to date in the best methods, techniques, and approaches for teaching these skills?
   C. Do I avail myself of constant teacher training?

*Used by permission of Mary Carmichael, University of Southern Mississippi.

The Materials of Instruction

The following material (I through II) is reprinted from *Adult Basic Education, A Guide For Teachers and Teacher Trainers,* published by The National Association for Public School Adult Education, with special permission by this association.

I. Types of Materials and How to Evaluate Them

A. PRINTED MATERIALS

The broad array of printed materials encountered today could be roughly classified as the following types:

books, both hardcover and paperback

booklets, pamphlets, and memos from agencies, municipalities, state and federal governments, school districts, and armed services

conventional newspapers and those written with high interest, low difficulty

dictionaries, encyclopedias, and other reference materials

magazines and catalogs

self-pacing instructional kits

teacher-produced and commercially available stencils and other materials for duplication

pictorial materials, charts, cards, games

material used with mechanical equipment (films, slides, tapes, records, etc.)

applications and catalogs from various training schools

experience stories dictated or written by the students, typed and prepared for instructional use

job application forms secured from employers

instructional booklets for new employees in local business and industry

B. HOW TO EVALUATE PRINTED MATERIALS (Adapted from: Boutwell, William. "Motivating the Slow Learner." *Wilson Library Bulletin,* September 1965.)

On what basis is a decision made to use one particular publication and not another? No hard and fast rules may be laid down, but the following guidelines will help each teacher and administrator do an intelligent job of selection.

A good teacher is familiar with all types of materials and their special uses. He plans their use in such a way as to exploit their unique qualities. However, a list of criteria is needed to help teachers identify appropriate instructional aids to be used in adult basic education programs:

1. The interest level of the printed materials should appeal to the particular persons being taught, and should be oriented to the present.
2. Materials should be free of marks labeling or identifying them at any particular grade level.
3. The physical appearance of the materials, both outside and inside, should be inviting to adults.
4. Materials in books should be arranged in such a manner as to conform to good principles of teaching, e.g., illustrations, review testing, repetition.
5. Materials should be selected, not only on individual merit, but also as a means of encouraging further study or reading.
6. Adult basic education is very much concerned with the change of attitudes and standards of these persons; therefore, material must be centered around or include the use of basic or moral values.

Following these general guidelines, teachers are better equipped to make better selections in particular areas of learning.

The following are some more specific points teachers should consider when examining materials for use with the undereducated. These criteria are based on research which began at the University of Chicago in the early thirties.

Length of Sentences: Sentences should range in length from ten to fifteen words. There may, of course, be some variety, with some sentences longer or shorter than this range. The structure of a sentence should be simple: subject, verb, predicate, in that order.

Dependent Clauses: There should be a minimum of dependent clauses and compound sentences, although the undereducated adult student grasps the compound sentence more readily than sentences with *which, that,* or *because* clauses.

Verbs and Verb Forms: The undereducated adult prefers the present tense because he tends to live more in the present and he sees experiences as existing in the present. The past drops out of sight and he cannot bring himself to contemplate his future. Material with strong verbs is desirable. Some strong verbs put prose into motion. Variations of the verb *to be* should be avoided. They are simply "teeter-totters": they go up and down but never form a fulcrum. Material that makes extensive use of other commonplace verbs, as: *has* and *make* should also be avoided.

Hard Words: Although hard words differ according to the individual, they can usually be identified by noting the number of affixes: the more affixes the harder the reading. Generally, the word with many affixes presents a generalized concept. It lacks the hard visual reality of *house* or *bus.* The affix-ornamented word is a built-up word. Its central meaning is buried in a core surrounded by a shell of affixes.

Contractions and Dialect: The student who recognizes the word *is* may boggle at the word *isn't.* Dialect is most difficult for the undereducated adult student.

Conjunctions: The student has difficulty with such words as *because, therefore,* and *if,* which require mental leaps backwards and forwards. For example, when the word *therefore* appears, he somehow must bring to the forefront of his mind a previous idea in an earlier sentence. Because the mental hurdle is too high, he gives up. He can manage time words such as *then* and *when,* but there should not be too many of these.

Conversational Style: Since speech is the one form of language that the student employs reasonably well, the reading matter set before him should be closer to speech than to non-oral prose. Newspaper English, for example, is far from being "speech" English.

Personal References: As a rough measure, copy becomes readable if it contains eight to ten personal references (pronouns, names, father, mother) per hundred words. But pronouns should be placed close to the nouns to which they refer or the reader will be confused. Research clearly indicates that personal references humanize a text.

These students do not think in abstract terms; therefore, the generous use of personal references does more to make text readable than almost any other single factor.

Questions to Ask

As teachers prepare to evaluate available materials–and new ones appearing in the field–they should answer the following questions:

Are the materials preachy? Do they include references to *ought, must,* or similar injunctions? Are they patronizing? Do they reflect a "teacher-knows-best" attitude? Students have been preached at many times and they resist it.

Does the material repeat words? The adult student welcomes a word that he knows as an old friend.

Is the reader involved as much as possible? Communication functions best when it is a two-way process. Material that poses questions, that pulls the reader into the communication act, succeeds. Easy quizzes, especially ones at which the students can succeed, are to be treasured. In Detroit's English S Program for slow learners, tests have been developed which permit the students to achieve a score of 100%. These tests are generally about TV personalities, advertising catch-lines, or other facts well known to the students.

Does the material relate closely to their lives and personal interests?

What kind of adult is to use the materials? Is he an intelligent individual, eager to learn, or an apathetic person of mediocre ability? Is he an unemployed migrant, a displaced farmer, a former factory worker?

For what purposes are the materials to be used? Should they teach word recognition skills, letter-writing, and good speech habits, and should they also provide information on how to get a job? Should they do something else in addition?

Faults to Look For

Although there are some positive qualities in most existing instructional materials for adult basic education programs, the *Report of the Task Force on Adult Basic Education Instructional Materials and Related Media,** found the following faults to be typical:

They do not do the job fast enough. There is no set of materials in existence that provides a system to bring adults from the second to the eighth grade of reading ability in 120 instruction periods, plus work outside the classroom. Unless the job is done in approximately this time, there is little likelihood that adults will stay with it.

Materials are not interesting enough. The method usually involves repetition, and does not provide feedback to the student to show him whether he is improving.

Materials often do not relate to the needs of adults, and use a style and

content more suitable for children.

Materials do not use a tested approach to achieve pre-determined literacy objectives.

Few materials give a realistic picture of life within culturally and economically disadvantaged populations, especially the Negro and Latin American groups.

Most of the materials for teaching language skills have content that is too advanced, pedantic, or formal. For example, some exercises are given on the distinctions between *shall* and *will, should* and *would, between* and *among,* and *as if* and *as though.*

Materials which aim at improving reading skills stress vocabulary development more than anything else.

* U.S. Office of Education, Washington, D.C. January 1964. 67pp.

C. CHECKLIST FOR EVALUATING MATERIALS

It is suggested that the following checklist be used by teachers before selecting materials for a particular adult basic education class:

1. Consideration is given to characteristics and background of the adult who is to use the material.
2. The purpose for which the material is to be used are identified.
3. Subject matter materials and learning activities are acceptable in terms of adult interest level.
4. Materials encourage further individual reading, speaking, writing, and other study.
5. Materials raise self-esteem and help the learner gain insight into his self-image.
6. The language is adult in tone.
7. Sentences are written in the familiar vernacular.
8. Programed materials have built-in reasoning and evaluating devices to help the learner and teacher determine progress.
9. Directions are simple and clear so that the learner can follow them with little difficulty.
10. Design of system for materials allows for maximum progress according to ability of the individual.
11. Materials depict actual life situations, such as: food, property, job, voting, civics, safety, social security, housing, homecraft, financing, etc.
12. Each lesson teaches a single concept or small number of concepts thoroughly.
13. Skills and concepts are taught in sequential, logical order.

II. Tips for Teachers on Preparing Their own Materials

Perhaps no materials available are really suited to the individual needs, interests, and backgrounds of the adults in a particular reading program. If so,

it may be necessary—in order to motivate the students to read—for the teacher to prepare his own materials. Here are some clues to help in their preparation:

Examine your purpose: If your purpose is to devise a basic text, you will want to provide exercises in word-attack and comprehension skills. If your purpose is to develop supplementary reading exercises, you will want to emphasize the skills taught in the basic text you are using.

Keep in mind the purposes of the reader for whom you are preparing the materials: Generally, the adult at the introductory level is more interested in the concrete and practical than in the theoretical.

Build on the interests of your students: They need to be able to read signs, to read and write letters, to learn a specialized vocational vocabulary, and to understand the basic facts of government.

Try to relate your topics to the student's socio-economic group: Do not preach, prepare moral tracts, or stress middle-class values.

Maintain an informal style: The use of personal pronouns and conversational style will help. A simple, logical, or chronological pattern of writing may prove best.

Use a word list such as the "Lorge-Thorndike First One Thousand Words" This can be found in *The Teachers Workbook of 30,000 Words* (Teachers College, Columbia University, New York, N.Y.). After writing your first draft, go through your material and attempt to substitute words from this list for words you have used when necessary.

Now go through your material again and cut your sentence length: Sentence length should vary, but an average of seven or eight words is desirable. Remove superfluous clauses, adjectives, and prepositional phrases.

Keep your paragraphs short – not more than five or six sentences: They should vary in length, but avoid concentration of ideas.

Check your material for difficulty: A readability formula will help. If the readability level is higher than desired, substitute words and reduce the sentence length further.

Test the material on a sampling of adults: To do this, delete every tenth word and see if the students can supply the missing words.

Use good paper and proper type: At the introductory level, particularly for grades 1.0 to 2.0, the type should be 18-point. If you mimeograph, be sure to use the largest size of typewriter type you can find, double-space your material, and see that each page prints clearly.

A number of teachers of adults were interviewed for a publication entitled, *An Investigation of Materials and Methods for the Introductory Stage of Adult Literacy Education.** They were asked to describe teaching

aids they had prepared for use with their own adult classes:

Some of the most interesting materials were paragraphs, short stories, and plays about practical situations written by teachers, as well as experience stories dictated by individual students or groups and typed by the teacher. Some teachers are collecting impressive files of such materials. A clever idea used with mothers in the Aid-to-Dependent Children program was scrambled sentences about a growing baby, which had to be rearranged into the proper sequence of child development.

Flash cards are prepared–of letters, manuscript and cursive; upper and lower case; sight-words; vocabulary words; phrases; spelling problems; months; days; and simple sums. The answer to the sums is on a fold-down flap so that there is immediate feedback. The same technique of the folded flap is used with vocabulary cards, with pictures on the flap. Charts of all kinds were devised. Some were charts of population, vowels and consonants, and of word lists being used. Word lists were also dittoed, so that each student had the list of words immediately at hand.

Worksheets of many kinds were dittoed, such as: simple reinforcement of the work of the reading textbook which usually progresses at too rapid a rate; mimeographed questions to set a purpose for reading or watching a film; a list of triple-spaced words with individual cards to watch; penmanship samples to copy; sentences which need a period or question mark; reproduced forms, such as social security.

A few teachers made and used flannel boards. Good picture collections were said to be useful. Also, articles from newspapers and magazines were mounted on cardboard for longer wear.

* Prepared by the Adult Education Council of Greater Chicago, 332 S. Michigan Ave., Chicago, Ill. 60604. Issued by the Office of the Superintendent of Public Instruction, Springfield, Ill.

The Overall Program

Following is a guide which may be used "as is" or modified as need dictates. It is adapted from one compiled by Jacinta Lord and Evelyn Habeeb.

GUIDE FOR SURVEYING AND APPRAISING THE READING PROGRAM

I. PURPOSE OF PROGRAM: State objectives based on needs of students.

II. TYPE OF PROGRAM

A. Methods of instruction — yes no

1. Textbook or workbook centered
2. Machine - programmed material centered
3. Counseling centered
4. Other _____

B. How students are selected: _____

C. Amount of time spent in class

1. Per week _____
2. Number of weeks _____
3. Minutes per week _____

D. Number of pupils in center at one time: _____

E. Methods of diagnosis and tests used:

F. Personnel involved:

1.
2.
3.
4.

III. INITIAL ORGANIZATION

A. When _____

B. Why _____

C. How _____

1. People involved in planning and initiating program
_____
_____

2. Training sessions of personnel before plan went into operation _____

D. Publicity: involvement of:

1. Students _____ How?
2. Faculty _____ How?
3. Citizens of town _____ How?
4. Agencies and institutions of town _____ How?

E. Difficulties encountered: _____
_____

IV. FUNDING

A. Source _____

B. Amount: How much per pupil _____ . No. of pupils _____

C. How was money used _____

D. Total investment: _____

PERSONNEL INVOLVED

A. Reading teacher
   1. Training _____
   2. Experience _____

B. Administrator _____ How? _____

C. Teachers in subject areas: _____
   _____
   _____ How? _____
   _____

D. Guidance personnel? _____ How? _____
   _____

E. Library and media services: _____

PHYSICAL ARRANGEMENT

A. Does the seating arrangement lend itself to meeting the needs of individual and group teaching?
   yes _____ no _____

B. Is the size of the room adequate? yes _____ no _____

C. Are the storage facilities adequate? yes _____ no _____

D. Is there evidence of provision for varied centers of interest? yes _____ no _____

E. Is there adequate chalkboard space? yes _____ no _____

F. Are there open bookcases, magazine racks? yes _____ no _____

G. Is the room attractive in appearance? yes _____ no _____

H. Is lighting good? yes _____ no _____

I. Is there an abundance of electrical outlets? yes _____ no _____

J. See sketch attached to this guide for room arrangement, etc.

APPRAISAL OF TESTING

A. Which standardized tests are used?
   1. Diagnostic: Name _____
      _____
      Levels _____
   2. Achievement: Name _____
      _____
      Levels _____
   3. Intelligence: Name _____
      _____
      Levels _____
   4. When used? _____
   5. How often? _____

B. Is there evidence of continued evaluation? yes _____ no _____
   1. By student yes _____ no _____ How _____
   2. By reading teacher yes _____ no _____ How _____
      _____
   3. By guidance counselor and psychologist yes _____ no _____
      How? _____

VIII. MATERIALS USED (see intemized list attached at end of checklist).

yes no

A. Workbooks
B. Programmed Materials
C. Instructional materials
D. Trade books
E. Audio-visual materials
F. Mechanical devices
G. Others _____

_____

IX. SKILLS AND METHODS

A. Is provision made for the sequential development of the various skills? yes no

1. Word Attack
2. Comprehension
3. Work-study
4. Critical reading
5. Listening skills
6. Vocabulary Development
7. Other _____

B. Is reading integrated with the students everyday experiences? Yes _____ No _____ How? _____

C. Are assignments provided on different levels? yes ___ no ___

X. How does the organization facilitate individualizing instruction?

B. Is there evidence of good record keeping? yes ___ no _____

1. By the teacher? yes ___ no ___
   How? _____
2. By the student? yes ___ no _____
   Is there a folder for each student? yes ___ no ___

C. Is there evidence of planning for varied activities within the period? yes ___ no ___ What? _____

_____

D. Is there evidence of teacher-prepared materials to meet individual or group need? yes ___ no ___
What? _____

E. Is there provision for periodic conferences between:

1. Teacher and student yes ___ no ___
2. Reading teacher and other A.B.E. teachers yes ___ no ___
3. Reading teacher and counselor yes ___ no ___
4. Reading teacher and library or media-center director yes ___ no _____
5. Is reading teacher available for conference at times other than class time? yes ___ no ___

F. Is the center open to students at times other than scheduled class time? yes ___ no ___

G. Does the classroom management provide for the efficient use of class time? yes ___ no ___

XI. SCHOOL AND COMMUNITY RELATIONS

A. Is there provision for a working relationship with
   1. All students in the school? yes ___ no ___
   2. All faculty members? yes ___ no ___

B. Have provisions been made to promote the understanding and enlist the cooperation of community groups? yes ___ no ___

C. Are community resources available and utilized?
   1. Library yes ___ no ___
   2. Community centers yes ___ no ___
   3. Civic agencies and persons yes ___ no ___
   4. Others

RECOMMENDATIONS MADE BY THE READING TEACHER

I. MATERIALS FOUND TO BE MOST EFFECTIVE

II. MACHINES

III. OTHER SUGGESTIONS

SKETCH OF READING CENTER FLOOR PLAN
LIST OF MATERIALS USED IN READING – COST OF EACH

SUPPLEMENTARY READING

International Reading Association. *Perspectives In Reading (No. 1).* Newark, Delaware: The International Reading Association, Inc., 1964.

Schick, George B. and Schmidt, Bernard. *A Guide Book For the Teaching of Reading.* Chicago: Psychotechnics, Inc., 1966.

Strang, Ruth and Lindquist, Donald M. *The Adminstration and Improvement of Reading.* Boston: Appleton-Century-Crofts Inc., 1960.

Thurston, Eric L. and Hafner, Lawrence E. *New Concepts In College-Adult Reading.* Milwaukee: The National Reading Conference, Inc., 1964.

Materials
Bibliography

It is with some reluctance that this bibliography of materials follows, because at the adult level, whatever the adult wants to read becomes his basic reading material. The teacher of the adult uses specific materials in a given area where the adult student has expressed an interest.

The teacher must know enough about reading to break the complex skills down into simpler ones, and say to the adult learner, "We will read That (which you bring in): but before we can read That, we must practice This (prerequisite skill)."

It is strongly suggested that the teacher read some basic books in the teaching of reading. Most of these books have been written for the elementary level, but will lead to a basic understanding of the reading process. Two suggested texts in this area are:

Spache, George D. and Spache, Evelyn B. *Reading in The Elementary School,* second ed. Boston: Allyn and Bacon, 1969.

Smith, Henry P., and Dechant, Emerald V. *Psychology in Teaching Reading,* New Jersey: Prentice-Hall, Inc., 1961.

It is also suggested that the teacher read some basic books in the psychology of learning, and the social foundations of education:

Combs, Arthur W. and Snygg, Donald. *Individual Behavior,* New York: Harper and Row, 1959.

Bigge, Morris L. and Hunt, Maurice P. *Psychological Foundations of Education.* New York, Harper and Row, 1968.

Havighurst, Robert J. and Neugarten, Bernice L. *Society and Education,* Boston: Allyn and Bacon, 1962.

It is imperative that the teacher in the adult education program be informed about timely events–read the newspaper, listen to and watch television, read the current fiction and non-fiction that is being published, read the current professional literature. Only if the teacher is a thinking person, can he stimulate his students to think.

The bibliography that follows is by no means all-inclusive. There are very few published materials that are truly appropriate for the adult learner at the beginning level of reading and adult level of interest, but these are some that have worked, and they may work for some of your students.

I. READERS AND READING PROGRAMS
(Levels: 1 - grades 1-4; 2 - grades 5-8; 3 - grades 9-12+)

Levels	Grade	Title	Publisher
1	1-3	Reading Development Kit A	Addison-Wesley
1	1-4	Sullivan Readers	Behavorial Research Laboratories
1-2	1-8	*Sound Spelling*	Boyd and Fraser
1	1-3	Audio Reading Progress Laboratory	Educational Progress Corporation
1	R-4	Aud - X	Educational Developmental Laboratories
1	1-4	*Reading for A Purpose*	Follett Publishing Company
1	1-2	Adult Readers	Readers Digest
1	1	*From A to Z*	Steck-Vaughn
	* * * * * * * * * * * * * * * * *		
1-2	2-8	The Literature Sampler Kit A	Encyclopedia Britannica Press
1	2	Pacemaker Classics	Fearon
1	2-3	Morgan Bay Mysteries	Field Education Enterprises
1	2-4	Jim Forest Readers	
1-2	2-6	Deep Sea Adventure Series	
1-2-3	2-9	Kaleidoscope Readers	
1-2	2-4	Checkered Flag Series	
1	2-3	Adult Readers	Readers Digest
1-2	2-7	Pilot Library Series IIA	Science Research Associates
1-3	2-10	Reading Lab 3-1800, 3-3900	
1-2-3	2-12	Standard Test Lessons in Reading Series	Teachers College Press
	2-12	Gates - Peardon Reading Exercises	
1	2	Action	Scholastic Book Services
	* * * * * * * * * * * * * * * * *		
1-2	3-8	Multi-media Kits	Bowmar
1-2	3-6	Consumer Education Reading Attainment System Kit	Grolier
1-2	3-8	Pilot Library Series IIB	Science Research Associates
1-2-3	3-9	Deminsions In Reading	

Levels	Grade	Title	Publisher
2-3	4-6	Reading Developmental Kit B	Addison Wesley
2-3	4-10	The Reading-Motivated Series	Field Education Publications
2	4	Americans All Series	
2-3	4-9	Social Studies Series	
2-3	4-12	First Books	Franklin Watts
1	4	Reading Skills Laboratory	Houghton-Mifflin
2	4-6	*New York Times* (student edition)	New York Times
2	4-6	Falcon Series	Noble and Noble
2	4-9	Pilot Library Series IIC	Science Research Associates
2-3	4-12	Better Reading	
2	4-6	Reading Shelf	Webster Division of McGraw-Hill
1-2	4	Everyday Reader Series	
1	4	What A Job for Me? Series	
	* * * * * * * * * * * * * * * * *		
2	5	*Adventures In Apache Land*	Field Education Publications
2	5	All Star Sport Books	Follett
2	5-8	Interesting Reading Series	
2	5-8	Our National Parks Series	
2	5-8	Action	Scholastic Book Series
2	5-8	*The Job Ahead*	Science Research Associates
2-3	5-12	Pilot Library Series IIB	
2	5-8	*Tactics I*	Scott-Foresman and Co.
2	5-6	*New Journeys In Reading*	Steck-Vaughn
2	5-6	*Famous Negro Americans*	
2	5-6	*Our United States*	
	* * * * * * * * * * * * * * * * *		
2-3	6-9	Holt's Impact Series	Holt, Rhinehart, and Winston
2	6	*Mastery In Reading*	Steck-Vaughn
	* * * * * * * * * * * * * * * * *		
2	7+	Reading Development Kit C	Addison-Wesley
2-3	7-12	Holt's Impact Series	Holt, Rhinehart, and Winston

Levels	Grade	Title	Publisher
2-3	7-12	*Scope*	Scholastic Magazine
2-3	7-12	Reading In High Gear	Science Research Associates
2-3	7+	*Better Reading Books* 1-3 *Tactics II*	Scott Foresman and Co.
		* * * * * * * * * * * * * * * * *	
3	8+	*Better Faster Reading*	Cambridge Book Co.
3	8-12	Reading For Understanding (Senior)	Science Research Associates
	5-12+	Reading For Understanding (General)	

II. WORKBOOKS AND WORKBOOK-TYPE MATERIALS
(Levels: 1 - grades 1-4; 2 - grades 5-8; 3 - grades 9-12+)

Levels	Grade	Title	Publisher
1	3	Mott Basic Language Program Keys to Basic Language	Allied Education Council
1	1-2	*Word Attack and Comprehension*	Ann Arbor Publications
1	1+	*Phonics We Write and See*	Appleton-Century-Crofts
1	1-4	Specific Skills Series	Barnell-Loft
1-2	1-6	Instructional Aids Kit Fun With Words	Dexter and Westbrook
1-2	1-6	*I Can Draw*	Fearon Publishers
1	1-4	*Systems for Success* *Reading for A Purpose* *Communications I* *Communications II*	Follett
1-2	1-6	Accent/Jobs Series	
1-2	1-8	Programmed Reading for Adults Series Sullivan Associates	McGraw-Hill
1-2	1-6	Operation Alphabet Series	Noble and Noble
		* * * * * * * * * * * * * * * *	
1	2-3	Pacemaker Books	Fearon
1-2	2-5	Word Analysis Practice Levels	Harcourt, Brace, Javonovich
1-2	2-6	*Conquests In Reading*	McGraw-Hill
1-2	2-8	New Practice Readers	Webster Division of McGraw Hill
		* * * * * * * * * * * * * * * *	
1-2	3-8	*Reading Comprehension*	California Test Bureau
1	3-4	Pacemaker Books	Fearon
1-2	3-8	*Step Up Your Reading Power*	McGraw-Hill
1	3-4	*I Want to Read and Write* *New Goals In Reading* *Read to Learn* *Adult Reader*	Steck and Vaughn
		* * * * * * * * * * * * * * * *	

Levels	Grade	Title	Publisher
1-2	5-6	Specific Skills Series	Barnell Loft
1-2	4-6	Programmed Phonics Series	Educators Publishing Services
2	5-8	*Communication III* *Reading for A Viewpoint* *Systems For Success II*	Follett
1-2	4-7	*Achieving Reading Skills* *Better Reading* *Effective Reading* *Successful Reading*	Globe Book Company
1-3	4-9	Reading For Meaning Series	J. B. Lippincott
2	5-8	*Building Word Power*	Merrill
	* * * * * * * * * * * * * * * * *		
2	6-8	*Learning How to Use the Dictionary*	MacMillan Co.
	* * * * * * * * * * * * * * * * *		
2	7-12	Help Yourself Read, Write, and Spell Series	Ginn and Company
2	7-8	Turner-Livingston Communications Series	Follett
2	7+	*Programmed Reading*	Globe Book Co.
2	7+	*Programmed Vocabulary*	Learning Center, Inc.
2	7+	*Tactics I, II* (Kit or workbook)	Scott-Foresman
2-3	7-9	*Activities for Reading Improvement*	Steck-Vaughn
	* * * * * * * * * * * * * * * * *		
3	9+	Mott Basic Language Program	Allied Education Council
3	9+	Programmed Phonics	Education Publishing Services, Inc.

III. AUDIO-VISUAL MATERIALS, PROGRAMS, AIDS

Level	Grade	Title	Publisher
1-2	3-8	Multimedia Kits	Bowmar
1	R-4	AUD X	Educational Developmental Laboratories
1	1-3	Audio Reading Progress Laboratory	Educational Progress Corporation
1	1-4	Cyclo Teacher Learning Aid Machine	Field Enterprises
1	1-3	Study Scope Reading Program	Study Scope
1-2	1-6	Story Boards	Houghton-Mifflin
1	3-4	Reading Skill Development Film Loops	Ealing
1-2	2-6	Picto-Vocabulary Series	Dexter & Westbrook, Ltd.
2-3	4-12	Reading Accelerator	Science Research Assoc.
2	7	Coronet Instruction Films	Coronet
2-3	7+	Honor Teaching Machines Honor Rolls Building Words Persuasive Words Word Clues	Honor Products, Inc.
1-3+	1-12+	Typewriters Filmstrip Projectors Film Projectors Record Players Television Tape Recorders Cassettes	

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